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ABSTRACT

A joint-use academic/public library has been established by the University of Southern Queensland (Australia), in a partnership with the Hervey Bay City Council, to fulfill the school's commitment to bringing tertiary education to the region. This report examines this unique relationship (one of only three like it in the world) from its development and funding to the lessons learned from the experience. Described are the university's role in the surrounding community as a regional institution for higher education, the physical and intellectual accesses to electronic resources, the impact of information technology and communications on building design and facility management, and the benefits derived from its development. Final sections examine the Hervey Bay Library model as a guide for developing similar ventures. (Contains 26 references.) (GR)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A JOINT ACADEMIC/PUBLIC LIBRARY: BRINGING THE MOUNTAIN TO MOHAMMED

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ED 460 584

The joint-use academic/public library at Hervey Bay recently established by the University of Southern Queensland in partnership with the Hervey Bay City Council supports the university's philosophies and practices for flexible delivery of education and lifelong learning for students on campus and by distance education by providing physical access to electronic information resources and intellectual access through the provision of learning opportunities for the development of information literacy skills.

INTRODUCTION

The upgrade and expansion of its regional campus, and the establishment of a joint use public/academic library facility with the encouragement and assistance of the City Council of Hervey Bay (HBCC) as part of that expansion, has demonstrated the university's commitment to bringing tertiary education to the region of Wide Bay-Burnett. Purpose built and taking advantage of the latest in communications technology, both the campus and the library cater for the flexible delivery of education and lifelong learning for students studying on-campus, by distance education and through enhanced mode. Grimes (1993) notes how technology has enabled the recent phase of distance education. He offers a simple, succinct definition for modern distance education: 'Taking instruction to the student through technology rather than the student to the instruction.' Hence the subtitle to our paper 'bringing the mountain to Mohammed'.

Students studying through the University of Southern Queensland (USQ) Wide Bay Campus irrespective of mode, are linked to the World Wide Web, electronic indexes and full text databases and the main campus in Toowoomba via a student Intranet that is also used for accessing relevant academic, enrolment and Faculty information. The main campus library in Toowoomba provides back-up print materials and document delivery facilities for staff and students, while the expanding USQ collection within the Hervey Bay Library complements the electronic resources available online. The student Intranet may be accessed through either of the computer laboratories located in the campus and library buildings or through home connections via modem dial-in to Toowoomba or through the local Internet Service Provider. In the enhanced mode students communicate with and receive electronic face-to-face lectures from Toowoomba-based academics, with local tutorial support being provided by the Wide Bay Campus associate lecturers. This year the campus will also become an Open Learning Centre, mediating access by non-USQ tertiary students to their home campus.

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Currently, apart from supporting USQ students studying by the external mode, the Wide Bay Campus conducts undergraduate courses in Arts, Education, Business, Commerce, Science and Engineering. Some of the students are undertaking studies via synchronous teaching mode using state of the art telecommunication technology located on the campus, others receive face-to-face tuition.

The Hervey Bay Library is unique in that it is the first joint-use academic/public library in Australia and one of only three (of which we are aware) in the world. Daily management and conduct of the library has been devolved by USQ to the HBCC Executive Officer Library Services and staff, and a USQ Campus Librarian working within the guidelines of a *Memorandum of Understanding* administered by the Joint-use Library Advisory Committee. Recently a Services Agreement has been signed outsourcing USQ circulation and end-processing functions to the HBCC. Currently a joint Strategic Plan is being formulated. Many economic, social and cultural benefits have accrued from, and many lessons have been learned with the establishment of this library service. The success of its operation may be attributed to physical, management and human factors.

USQ WIDE BAY CAMPUS AND HERVEY BAY LIBRARY: BACKGROUND

The growth rate of the Wide Bay-Burnett Regional population has been one of the highest in the State of Queensland, and in Australia, for some considerable time (over 7 percent per year). One of the results of this rapid population growth is a large bulge in the numbers of young people moving into senior secondary school in the Wide Bay Campus catchment area over the next few years, a built in source of expansion for a university campus.

Studies of regional growth based on expansion of the service economy of which tertiary education is a part have identified that the presence of a university in a region adds substantially to its economic and social profile. It is to be expected that Wide Bay Campus will have the same impact if the courses offered and its wider community activities are reflective of local community needs and aspirations. Flexible education, 'what you want, where you want it, when you want it...in your own terms, in your own environment, in your own time', is how the USQ Vice-Chancellor put it.

Development Context

The University of Southern Queensland has provided on-campus higher education to the Wide Bay area since 1988. Prior to the opening of the new campus in 1997 this was achieved by sharing facilities with the Hervey Bay College of TAFE, and courses were limited to first year offerings from a limited number of Faculties. Since 1988 enrolments have been modest, and there were about 65-70 students or 50 equivalent full-time student units (EFTSU) enrolled in first year on-campus subjects in each of 1994 and 1995.

In 1993, the USQ expressed concern at the relatively high cost of the Wide Bay operation, which was exacerbated by the decision of TAFE (Queensland) to charge a full commercial rental for the premises at the Senior College site. By November of that year the university had announced its intention to withdraw from on-campus teaching in Hervey Bay. The university did however express a willingness to continue operations in Hervey Bay using enhanced technology-assisted distance education methodologies consistent with its role as a major distance education provider.

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In response to this announcement, the Queensland Government undertook to underwrite for four years the rental increase sought by TAFE. This was to enable USQ to maintain its presence at Hervey Bay, while an outcome acceptable to the community, the State Government and the university was negotiated. A Commonwealth/State/USQ Working Party was established in June 1994 to investigate the need for higher education provision in the Wide Bay-South Burnett district. Its objective was to make recommendations on the most desirable form and location of any provision and on appropriate resourcing arrangements for any decisions it might recommend.
The Working Party considered the higher education needs of the entire Wide Bay-South Burnett district. As noted this area has one of the fastest population growth trends in Queensland. Hervey Bay City alone is expected to nearly double its current population of 43,000 within the next 15 years, and the Region as a whole to add over 100,000 during that period (Dept. Housing, Local Government and Planning, QLD, 1996). The district also has one of the lowest higher education participation rates in Queensland. In 1993, the district contained 4.46 percent of Queensland's population, and it produced 2.64 percent of the 1994 applicants through QTAC for a tertiary place. Education data showed that only 18 in 1,000 of the district's population participated in higher education (compared to 32.5 and 30 percent for Australia and Queensland, respectively). As a result, the Working Party found a relatively strong case for the provision of a small scale, on-campus university facility in the district, due to high projected population growth rates and historically low university participation rates.

The Working Party's most difficult decision related to the location of the regional higher education centre. Hervey Bay was chosen because of its rapid population and economic growth in recent years, and the projected population figures (Maryborough 27,000, Hervey Bay 59,600 in the year 2006). The Working Party also recommended that the university facility should remain at its present location at the TAFE site. The report recommended that the facility should be designed to accommodate about 100 EFTSU by 2000. No other sites in the Wide Bay-Burnett region were considered, although the report noted that the 'Hervey Bay City Council has offered an alternative site if necessary' (in a proposed civic precinct).

The Working Party's report was released in December 1994. The then State Premier, Mr Goss, visited the TAFE site in January 1995, and announced State cabinet's consent to locate the USQ campus on that site. In the ensuing months, however, the Commonwealth Government allocated several thousand new university places to Queensland. This commitment included an extra 90 places to Wide Bay for 1997, with substantial future growth potential. Consequently, the commencing load for 1997 increased to 150 EFTSU. This government decision was important in the final decision of the university to locate at the proposed civic precinct site in Hervey Bay.

In February 1995, USQ began to plan the development of an expanded presence in the Wide Bay region. The Steering Committee set up to achieve this comprised members of USQ, the State Office of Higher Education and the local community. Its main achievements were in:

(a) securing funding for the project;
(b) obtaining a suitable physical location for the expanded campus; and
(c) identifying the higher educaion and other needs of the region and developing a broad academic plan for the operations of the campus, to commence in 1997.

Siting of the Campus and Library in the Civic Precinct

Initially as noted the university was committed to co-locating with the TAFE facility. However, after the government decision to allocate more university places to Queensland, and Wide Bay in

particular, it became apparent that the university would require a sizeable parcel of land. Also, in order to improve the community's perception of the university's operations, the Steering Committee recommended that the university required a site that would give it perceived independence and local prominence. This required a road-frontage site of approximately 4 hectares.

In the meantime, the Hervey Bay City Council indicated that it desired to create a new city heart comprising a university, library, art gallery and performance centre. As Hervey Bay City at present does not have a distinctive (or identifiable) city heart, the City Council's proposal to create one based on these developments would assist by giving both a sense of community focus to the City, and a focus for its future development into a cohesive urban community. In August 1995, consulting engineers were employed to consider the costs and benefits of each site to the university. Their report recommended that the university accept the Council's offer to locate its expanded campus on the proposed Civic Centre site in Old Maryborough Road, Pialba.

One of the most important achievements during 1995 was the securing of additional funding for the project. Initially, the Commonwealth Government committed only $1.5 million to the construction of the campus at the Senior College site. This was increased by a further $1.8 million with the extra higher education places allocated to Queensland. Before the State election in 1995, the State Government promised an additional $0.5 million. The amount of $3.8 million was allocated as follows:

	$ million
Joint library construction, fitout	0.65
Construction of university building	2.50
USQ library collection	0.65
Total	3.80

A further $0.05 million was added by USQ to cover landscaping.

In December 1995, the university signed Heads of Agreement with the Hervey Bay City Council to co-locate at the civic precinct site. This agreement gives the university leasehold occupation of 4 hectares for 99 years at an annual rental of $10 per annum.

To the USQ commitment, HBCC contributed $2.6 million from a $3.0 million government grant to purchase the civic precinct site, the remainder being used in the construction of the 2366 square metre library and gallery building. Finished in external cream blockwork with a sail soaring to a height of 3 storeys representing an open bivalve seashell, the light and airy blue and cream interior of the library complex contains a mezzanine to accommodate air-conditioning and computer network equipment, an art gallery of 439 square metres and foyer, meeting rooms, toilets, a staff tea-room and a library measuring 1,927 square metres.

The Campus and library buildings were constructed during 1996 and occupied in February 1997 in time for the new academic year. USQ expects that its first stage buildings will have reached capacity by the turn of the century but it is anticipated that the current site at Old Maryborough Road will cater for its needs for at least 50 years.

FLEXIBLE DELIVERY AND DISTANCE EDUCATION AT USQ

Established in 1967 to provide higher education opportunities to the people of the Darling Downs and adjacent regions in Queensland, the USQ has actively pursued its role as a regional institution of higher education. It has also become vigorously engaged in distance education initiatives and offers

a wide range of courses by the distance education mode in Commerce, Science, Nursing, Arts, Education, Engineering, Information Technology and Business. USQ now also offers a number of courses or units which are delivered solely, partly or alternatively on the Internet (World Wide Web). Courses include the Master of Professional Accounting and the Graduate Certificate in Open and Distance Learning.

Students at Wide Bay Campus may enrol in day (on campus), external or enhanced modes of study. Designed to facilitate greater access of Toowoomba-based courses by regional students, the enhanced mode of study which incorporates the use of video conferencing technology, makes 'thin market' instruction feasible. Additionally Wide Bay students may access more courses while experiencing the economic advantages of bringing the instruction to the student rather than the reverse. Currently discussions are being held regarding the possibility of delivering to Wide Bay traditionally direct-contact residential schools through the enhanced mode.

As a major provider of distance education, USQ offers approved courses to more than 9,000 external students throughout Australia. Additionally, it has over 1,500 enrolled full-fee paying external students in overseas countries including China (Hong Kong), Malaysia, Singapore and Thailand. Distance education activities are coordinated through the Distance Education Centre (DEC), the organisational structure which incorporates the functions of instructional design, media services, production, graphic arts, mailing and student support. The Toowoomba Library liaises closely with DEC in making supplementary materials available to external students, some of which access these materials through the local Hervey Bay Library services.

The recognition of USQ as a leading distance education proponent has led to cooperative arrangements being forged with other tertiary institutions, professional bodies, international organisations such as UNESCO, UNIDO, the Asian Development Bank, IDP Education Australia and industrial organisations. In its Report (March 1994) to the Australian Federal Government, the Committee for Quality Assurance in Higher Education acknowledged the significance of the quality of the distance education program at the University of Southern Queensland. In 1995, USQ was appointed as the official Australia and Pacific Region Secretariat of the International Council for Distance Education (part of UNESCO).

It is the only university in Australia which offers a network of Regional Liaison Officers (RLOs) throughout Queensland and in Sydney to provide personal support and encouragement. Called Outreach, this network is unique to USQ. The RLO stationed at the Wide Bay Campus has become, by mutual agreement with the Campus Librarian, the focal point of negotiating library service alternatives for external students viz tutorial times, 24 hour laboratory access mechanisms.

The Role of the University Library in Flexible Delivery

Foster (1997, 1) has noted that learning is not simply confined to the four walls of a classroom or a lecture hall and that the current trends in education, namely open learning, flexible service delivery and lifelong learning further emphasise this philosophy. He further contends that public libraries in earlier times were to be the universities of the working class. This notion takes on greater significance in the situation of the Hervey Bay Library which is a joint-use public/academic library. The USQ component of the library seeks to support the philosophies of the campus by offering facilities and services to its internal and external students and staff while the HBCC partner caters for all other scholars in the local community. To support the flexible delivery aspect of the Wide Bay Campus activities, a purpose-built 24 hour access computer laboratory to accommodate 12 (potentially 20) students has been incorporated into the library design. The 24 hour access assists in

minimising the impact of the relatively short opening hours of the library while accommodating the study patterns of external students. Unfortunately contractual arrangements with Telstra for Internet access through the AARnet and database copyright constraints currently limit the use of this laboratory to USQ personnel.

According to Johnson (1995, 8-10), by the turn of the century over ninety percent of information will be accessible by computer. Much of it, he claims, will be accessible *only* by computer. One means of accessing this information is via the Internet. Further, Johnson has identified physical and intellectual access as basic requirements to Internet usage. Physical access comprises adequate time online and skills instruction in using the basic tools of online search, namely e-mail, file transfer protocol (FTP) and search programmes. Intellectual access incorporates the ability to use the technology to locate and use the information through the acquisition and use of information literacy skills.

- **Physical Access to Electronic Resources**

The University of Southern Queensland through its Wide Bay Campus and associated library services has met this challenge by providing students and staff access to electronic information through the student and staff Intranets, and by incorporating a 24 hour access computer laboratory located in the library building. This laboratory complements the computing facilities in the campus which are used mainly for academic teaching purposes. That the 24 hour laboratory is part of the library building stems partly from the philosophy of the importance of student research activities using electronic media and from early financial considerations in planning to initially equip only one computer laboratory. The library planning team was very proactive in securing this facility for the library complex.

USQconnect is the student Intranet which allows 'free' access to course details, lecture and tutorial notes, tutorials, examination results, e-mail, course-related discussion lists, the USQ homepages and the Internet. There is a daily quota of Internet access time per student based on course registration. Students may also create their own homepage. Access using individual log-ons and IDs is possible both on campus through either computer laboratory and off campus by direct dial into Toowoomba or through one of the local Internet Service providers at URL: *http://www.usq.edu.au/usqconnect.*

USQfocus is the staff Intranet which allows staff to access personal details such as leave balances and lecture notes and may be accessed only through the university network. Access to generic university electronic information is via the USQ homepage at URL: *http://www.usq.edu.au*. Recently the Wide Bay Campus mounted its own homepage on the Internet at URL: *http://www.usq.edu.au/widebay* as a means of disseminating information to present and prospective students and corporate clients.

Library Services that support the USQ external student include off-campus services from the main campus which are augmented by the services offered locally by the Campus Librarian, Wide Bay. For distance education students outside the Toowoomba area, university librarians can help students to obtain reference materials for assignments and offer advice on additional reading materials. If students live in Australia, they can be sent photocopies of journals, newspapers, reference materials and articles from books.

External students living in Wide Bay have the same access to materials in the Hervey Bay Library as the internal students: they may attend information literacy tutorials conducted by the Campus Librarian, gain access to USQconnect from the computer laboratory, search the Toowoomba

catalogue before requesting materials and have documents delivered electronically through the local library. Currently internal Wide Bay USQ students and staff may request inter-campus loans through the Campus Librarian. Undergraduates may request interlibrary loans through our HBCC partner on a cost recovery basis.

Both the Toowoomba and Hervey Bay Libraries have their own homepages. Initially, the Hervey Bay site (URL :*http://www.usq.edu.au/library/widebay/libserv.htm*) will be used for information dissemination only, although it will shortly have an electronic request form added that will allow the internal students and staff a choice in the method of requesting materials and documents from the Toowoomba Library via the Wide Bay Campus Librarian. Through the main library homepage, (URL: *http://www.usq.edu.au/library*) internal and external students and staff may access Toowoomba-based and other Queensland, national and international library catalogues, online databases and indexes, networked CD-ROMs and Internet based search engines and other information. An electronic reserve collection consisting of university produced documents is currently being established in Toowoomba. A moratorium has been placed on the purchase by USQ of further print serials for the Wide Bay Campus Library as a result of its trial of the use of electronic media for research and study purposes. Delivery from Toowoomba (via the Ariel network) of electronically transferred documents provides access to materials located in the indexes.

From next year, document delivery will be facilitated through the recently developed Local Interlending and Document Delivery Administration (LIDDA) software system. USQ will be one of the first in the world to install this system which is the outcome of a project funded by National Priority Reserve Funds (McPherson, unpublished). Designed to automate interlibrary loan operations which allows the end-user to search through multiple databases, identify and order either an electronic or hard copy, the implementation of this system will extend USQ's services to external students and remote campuses like Wide Bay.

Unfortunately copyright and contractual considerations limit public access to USQ electronic resources but members of the community have access on a fee for service basis to the Internet (including e-mail) and other electronic media, via HBCC facilities. HBCC is currently preparing a submission for a grant to establish a free Internet access work station in the library. In the future the partners hope to negotiate joint contracts for databases identified as being relevant to both client groups.

This year the campus is to accommodate an Open Learning Centre (OLC), incorporating a smart board, several computers and a part-time coordinator. External USQ and students of other universities will have access, but not initially 24 hour access to these facilities. As yet there is no indication of any expanded role of USQ library services to users of this Centre.

- **Intellectual Access to Electronic Resources**

According to Pask and Snow (1995, 306-7) students believe that accessing the Internet is simple, but in actuality they are frequently unprepared for the complexities of the network and face difficulties with equipment and connections and the overwhelming amount of relatively unorganised information. As with all forms of technology, to maximise its benefits users need to be conversant with the Internet's strengths, weaknesses and peccadilloes. It has been observed that automation attracts users who have infrequently used library reference materials, while studies illustrate the 'dismal' abilities of students to effectively use electronic sources (Oberman 1991, 191). As a result, with the new technology of automated systems and electronic formats supplementing and

complementing manual systems and traditional print formats, librarians are being encouraged to assume leadership in the responsibility in teaching library research related computer literacy to students (Baker, Huston and Pastine 1991, 212).

McCracken (1996) has noted that in the endeavour to use technology to improve education so much attention has been focused on the necessary wiring, hardware, and software expenditures that one of the most important resources, namely the preparation of staff, has been largely ignored. Educators are being asked not simply to utilise new equipment but to fundamentally change their teaching practices as well. The tyranny of distance between the Wide Bay and the Toowoomba Campuses (360 km each way) has previously meant that local academic and general staff have had limited access to the information technology training available to their colleagues situated on the main campus. Training using the new CU-see-me equipment in the campus computer laboratory may minimise some of the angst staff feel with the current direction towards the use of technology in the classroom.

At the USQ Wide Bay Campus, the Campus Librarian has undertaken an information literacy role that is heavily focused on the use of electronic means to access information. An intensive, generic, process oriented tutorial programme for students which includes topics such as using the Internet, electronic databases and other electronic resources, catalogue searching and research techniques is offered at the commencement of each semester. Academic staff are invited to attend these tutorials and to arrange subject/assignment specific sessions with the Campus Librarian. Students and staff are encouraged to be self-sufficient in their research process. The Toowoomba Library staff have been active in a group which developed an interactive, self-paced, multimedia programme, OLLIS 1 and 2 which allows students to develop topic analysis and OPAC/database search skills.

The USQ Wide Bay model of using telecommunications to deliver synchronous teaching and also providing 'open' access to electronic materials is consistent with the discussions on the relative merits of computer networks in educational institutions providing delivery or access. According to Newman (1993), the associate pedagogy of the original delivery approach puts the student in a passive role of a receptacle of information, whereas the current access approach is consistent with a pedagogy that puts the learners in an active role. Using the 24 hour laboratory allows the student to benefit from continuous rather than directed episodic access to computer mediated learning. Additionally it is consistent with the USQ philosophies of flexible delivery.

INFORMATION TECHNOLOGY AND COMMUNICATIONS: IMPACT ON BUILDING DESIGN AND FACILITY MANAGEMENT

In the expansion of its operations at the Wide Bay Campus, the University of Southern Queensland determined as a matter of policy that the mode of delivery would be partly internal and partly enhanced (real-time interactive computer mediated learning) modes making extensive use of electronic media. In line with the institution's philosophy of using flexible delivery methods, the trend away from publishing in print format, and the university library's direction into electronic information resources in the expanded campus collection, the campus and the library have incorporated design features and management strategies to cater for an information technology dependent future.

To support the university-wide initiative to deliver information electronically, the Information Technology Services (ITS) unit provides and maintains access to the student computer laboratories on campus, information systems, network access from lecture theatres and other teaching spaces, remote access to the campus and communications via electronic mail, discussion groups. The need for a full time on-site ITS support person for both the campus and library computing and electronic facilities is acknowledged by the authors of this paper.

A dominant feature of the campus building is the lecture theatre which is equipped with state of the art equipment to facilitate synchronous teaching via two way video and audio teleconferencing. Designed to accommodate 110 students, the theatre is equipped with a video camera, whiteboard, hanging video projection screen and lecture bench which contains master lighting controls, networked microcomputers, a VHS video player, a U-Matic video player, an audio tape deck, projection switching units, sockets for external laptop and notebook computers, a visualiser (overhead projector), a public address system, and a slide projector.

Four of the computers in the campus computer laboratory will be equipped with CU-see me technology to facilitate staff and student computer training emanating from Toowoomba.

Security to accommodate 24 hour access to the library computer laboratory is controlled by means of a swipe mechanism which is currently being linked to the students' ID cards. On the completion of this project, access to toilets and phone will be available. Also available to students is a meeting room with external access which will be controlled by means of a key pad. Students (and members of the community) are encouraged to use this area for meetings and individual or group study activities. The laboratory is linked to the campus file server and thence to Toowoomba via an ISDN link.

Apart from the workstations, the laboratory houses a networked printer, a standalone card operated printer, card refresher coin loader, photocopier and internal phone that can access emergency and security services. The Campus Librarian uses a laptop computer which is connected to one of the spare network outlets, and portable data projector in the delivery of tutorials.

Unfortunately only the laboratory, the Campus Librarian's office and part of the workroom which backs on to the laboratory are cabled for the USQ network. Bazillion and Braun (1994) have noted the need to cable an entire building to allow for flexibility in future location of work stations throughout a library designed to accommodate the electronic information age. Additionally, as yet there is no connection between the networks of the two partners.

In defence of centralised library computing facilities it should be noted that in the authors' experience, the laboratory has often become the centre of social activities thereby eliminating some of the negative aspects associated with the isolation attributed to computer mediated study. Peer

support is very evident in this environment. From a library management perspective, the laboratory has facilitated security monitoring which has permitted after hours access, maximised student access to technology while minimising compatibility concerns and allowed for forward financial planning for the expansion of the number of work stations based on spatial limitations. Additionally, the centralisation of the computing facilities into the laboratory has provided a venue for the Campus Librarian to undertake information literacy educational experiences for both students and USQ and HBCC staff. From a public and client relations perspective, the public sees the 'university at work' and the Campus Librarian may observe students' difficulties and offer early assistance. The laboratory and the Campus Librarian's office have become a public face of the university.

However, there have been complaints from the 'serious' students that the laboratory becomes too noisy. The visibility of the laboratory also raises false expectations in the minds of the general public, specifically students from other universities, of free Internet access and computing facilities.

A distributed system of networked computer access points for both the students and the public may be appropriate when the library reclaims the gallery area.

THE JOINT-USE PUBLIC/ACADEMIC LIBRARY

Current Situation

By definition a joint-use library is one in which 'two or more distinct groups of users are served with equal priority in the same premises, the governance of which is cooperatively arranged between two or more authorities' (Browne 1981, 72). The Hervey Bay USQ/HBCC joint-use library is a relatively unique endeavour. While there are examples of joint TAFE/university, TAFE/public, and school/community libraries; apart from a tripartite TAFE/university/community library in Rockingham, Western Australia, we are not aware of any other university/public library in Australia. The Hervey Bay Library is incorporated in a complex that also houses the Hervey Bay Regional Gallery.

The library building was completed and opened in March 1997, at which time the Public Library relocated from its previous premises. From the commencement of the 1997 academic year in February until the opening of the library building, the Campus Librarian established a temporary service in the campus building using the university materials transferred from the joint collection at the Hervey Bay TAFE.

The clientele for the library includes primary, secondary and tertiary staff and students as well as members of the public (including tourists) requiring recreational and research materials and access to e-mail, Internet and word-processing facilities. To date, community membership of the library is over 20,000 and registered university membership is 190. The library has been used by 198,758 people during the first ten months of opening with 3,808 new registrations recorded over the period. The number of items loaned during this period has been maintained at the rate previously experienced in the busy public library. The average number of items loaned per month in 1997 was 37,406.

Partly due to staff constraints, currently the library opening hours are from 10am to 6pm on week days and 10am to 5pm on Saturdays. As these do not equate with 'normal' academic library opening hours and disadvantage many external students, USQ is negotiating for an extension of opening to 8pm for at least one night a week linked to the campus timetable.

The existing HBCC library services staff of Executive Officer, three librarians, four full time and eight part-time staff is augmented by the USQ appointed and funded Campus Librarian. Circulation activities on behalf of the university are contracted to the HBCC Library but USQ materials acquisition and processing are undertaken at USQ: Toowoomba. The existing HBCC collection of some 90,000 titles has been supplemented by 3,000 USQ titles (previously housed in the Hervey Bay TAFE College Library) and 10,000 new acquisitions. Presently the HBCC serials collection contains 101 subscriptions to which USQ contributes an extra 8 titles. Each partner in this joint operation undertakes collection development from its own funding sources. Although there has been consultation in areas relating to the reference collection and some serials, there is as yet no joint collection development policy. All materials are inter-shelved and, except for some selected titles required for intensive study by the students and those prohibited by copyright considerations, are available to the total library community during library opening hours.

The Executive Officer, Library Services reports to the HBCC Executive Manager, Community and Recreation and is responsible for the staff and the daily operation of the library.

Joint-use Venture: Benefits

Until recently the library profession in Queensland had not been quick to take up the challenges and opportunities provided by establishing joint-use facilities and services. There exists within the profession an 'almost dogmatic assertion of the need (of young people) for two libraries', one in the school they attended and another in the community (Dwyer, 1981a, 216-217). While there were earlier efforts at joint school/community libraries, most of these stemmed from the Department of Public Instruction's recognition in the late of the need for school libraries and the economic benefits of working through already established School of Arts libraries (Ibid.). From the public library perspective, Brown (in Sanders, 1992, 1) was of the opinion that public libraries had four options for growth and survival in the 1990's; namely to consolidate, compete, concentrate or cooperate. Of these the latter two (according to Sanders) were the only realistic options. Currently, advances in telecommunications and other electronic resources, lifelong education and the blurring of the boundaries of library services, ventures like the Hervey Bay Library are become a viable alternative to single user libraries and our progress is being monitored with interest by librarians.

The statement that the 'synergy of a joint-use service that is, that the whole is greater than the sum of the parts' (Hazell 1992, 69) exemplifies the benefits to be obtained by two institutions combining to offer library services to their respective clienteles. The advantages are economic, social and educational. Joint-use libraries represent efficient use of public money in that staff and some operational costs may be shared between the authorities, facilities may be provided more cost effectively and collection development may be coordinated to provide savings particularly in the reference materials area.

The USQ University Librarian, in a speech at the opening of the Hervey Bay Public Library on 3 May 1997, stated that the $1.3 million dollars contributed by the university provided the 'impetus' for the Hervey Bay City Council to plan a new library for the city and that clients of both partners would have access to a bigger and more sophisticated facility than either could have managed alone (McPherson, 1997). As a result the community of Hervey Bay is now provided with a much richer resource and more sophisticated facilities, while campus personnel and students enjoy a library service that is available for longer hours per week than the university could afford to staff alone.

Economically the two partners will benefit from the financial rationalisation associated with avoiding unnecessary duplication in:

- building construction and maintenance;
- furniture and electronic fittings;
- book stock purchases and processing; and
- staffing for circulation and shelving activities.

Socially and educationally the library clientele will benefit from access to:

- a conveniently located, expanded and greatly enhanced library environment;
- both educational and community education at one location;
- a tiered collection that is extended in both quality and quantity;
- the networked information and services that are only available to each sector; and
- greater professional expertise associated through contacts with both university and public library personnel.

Culturally, the joint-use library provides:

- an opportunity for interaction between the community and the academic sectors;
- a 'shop front' for the university in the form of the Campus Librarian; and
- the promotion of lifelong learning through the close proximity of the university and the high visibility of students working in the library and the computer laboratory.

The rationale for the fusion of academic and public library services is best encapsulated in the statement by Power and Keenan (1991, 452) that:

> 'recognising their often parallel educational missions, the academic and public libraries each have an interest in the education and development of the adult learner. Cooperative approaches offer both parties the opportunity to stretch the concept of continuing education to incorporate both the formal and informal adult learner. The cross-pollination resulting from this fusion can benefit all the participating libraries by providing greater human and material resources'.

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THE HERVEY BAY LIBRARY MODEL

The structure of the model is best described in terms of issues which are 'not clear cut' and which provide 'considerable room for manoeuvre' in such ventures (Dwyer, 1981, 3-5):

- **Type and Size of the Local Community**

Dwyer concluded that there is a greater chance of success for a joint-use facility in a small, rural community but noted that there were some successful services in suburban areas of capital cities. In the present case the 'community' was predetermined for the Hervey Bay Library in that USQ was entering a new phase of operations and seeking a partner and premises, while the existing HBCC library operated in confined quarters. The close proximity of the Library to the 1st stage campus buildings is also a positive factor.

- **Responsibility of the Providing Authorities**

Dwyer was convinced that there was no necessity for collection materials to be provided through the one authority for the sake of consistency. At the Hervey Bay Library each of the partners provided its own initial and on-going funding for collection development, staffing, equipment and provision of services. As the Library is catering for diverse populations there will be little overlap in our collection objectives and we will resolve by negotiation any discrepancies in the classification and location of materials. It has been agreed to rationalise the reference, serials and multi-media collections and consult on the purchase of major items of equipment. To facilitate the loans process, USQ items have been externally identified. Responsibility for the daily management of the Library was devolved by USQ to the HBCC Executive Officer, Library Services.

- **Building Parameters**

The Hervey Bay Library was purpose built in consultation with the two partners. Room for expansion with the growth of the university is of concern.

- **Existence of Separate Areas within the Library**

Contrary to community expectations, there is no separate 'area' in the library for the USQ students or its collection. The space designations within the library reflect public library norms although consideration was given to placing the noisy children's section away from the reference section where one would expect serious study to be undertaken. Unlike the situation in school/TAFE libraries there is no need to provide space for class activities. The computer laboratory is a solely USQ resource used by the Campus Librarian for tutorials, as well as providing 24 hour access for students.

- **Financial Arrangements**

The partners provide their own finance according to the Heads of Agreement and Schedules in the areas of staffing, equipment purchase and maintenance, and collection development. USQ has contracted the provision of circulation and shelving services to HBCC by pro-rata payment of salaries for circulation desk staff. Recently the USQ has concluded a Services Agreement with HBCC library staff to outsource its local materials processing. All equipment and materials remain the property of the actual purchaser and have been listed and labelled to cover financial auditing requirements.

- **Staffing Arrangements**

Much has been written about the structure and administration of staff in joint-use libraries. Dwyer notes that professional opinion is yet to reach 'full conviction on the most satisfactory staffing arrangement' and states that where there is shared responsibility the chances of a successful operation 'rests heavily on the personalities of the two' (Dwyer, 1981, 5). This has in fact been our experience at Hervey Bay. The fact that the Executive Officer and the Campus Librarian (especially selected for these specific positions within the joint-use library by panels comprising members from each organisation) are flexible and committed to the success of this project means that they have been able to negotiate accommodations to 'normal' public library and academic library practices. The remainder of the permanent staff were rolled over into new positions under job redesign.

USQ, while acknowledging the problems of joint library staffing structures, opted to have the management of the staff and library undertaken by HBCC but appointed a professional librarian in the fixed-term contract liaison position of Campus Librarian. It was felt that a specialist was required to develop a collection that would meet the Campus' academic needs while assisting USQ staff and students in their reference queries and information literacy user education. Hazell (1992, 73) notes the need to appoint an 'appropriately qualified' person where there is an educational partner in a joint-use library.

To these points the authors of this paper would stress the need for:

- **Philosophical Agreement**

To paraphrase Fraser (1981, 54):

'In order to fully participate in service provision, all library staff need to appreciate and understand the differences between academic and public library services and why in turn these do not simply add up to an integrated community/academic library service'. The operating philosophy, within the constraints of the duty statements of the staff and outsourcing agreements, should however be of a seamless service to the total library community.

- **Technical Compatibility**

An integrated model is desirable. After nearly twelve months of operation, we still do not have a physical connection between the HBCC and USQ computer network systems within the Library. The Campus Librarian still must leave her office to check USQ holdings on the local library catalogue.

Another issue still to be resolved is the incompatibility of the two book circulation systems, a concern also identified by Allman and Hamblin (1997, 18) in their article about the new Rockingham, Western Australia, library. Currently USQ is preparing a feasibility study for outsourcing technical support to HBCC should they chose to change their library management system to that used by USQ.

- **Acknowledgement and Management of the Cultural Impact of a Joint-use Service**

Dwyer states that one measure of success for a joint-use library is 'how the service is seen by the local community' (1981, 21). The Hervey Bay Library has two major stakeholders, namely the community (and Council) and USQ staff and students. Culturally there have been pockets of resistance from each group to the move to the new library facility. A small but very vocal minority of community members has expressed concern about 'sharing' the library with students, with some of the changes that have resulted from new policies and procedures (some of which are totally unrelated with the USQ presence), and with conditions attached to the loan of USQ items. Conversely some USQ students are concerned with the lack of availability of 'their' items as a result of community access to USQ materials, and a lack of a quiet space for their study.

Each of these concerns is raised at management meetings and solutions sought, however the major opinion changing strategy used is publicity and patron education about the rules, conditions and benefits of the joint-use library. The Campus Librarian hopes to increase cooperation with the Campus by working through the staff meetings and the library User Group.

The Contribution of Each Partner

Each partner has contributed to the staffing, financing and provisioning of the complex in terms of furniture, equipment and resource materials. While the HBCC was responsible for the construction and maintenance of the building, USQ contributed expertise in the planning of the library internal architecture and a pro-rata payment for the floor space it would occupy for its shelving requirements to the year 2000, workroom activities, meeting/study room for USQ staff and students, the 24 hour access library computer laboratory and the Campus Librarian's office. HBCC has been further contracted to provide circulation and shelving services for USQ and in the future may be invited to tender for the acquisitions and processing of USQ Wide Bay materials. Apart from its financial contribution, USQ has offered the services of the Campus Librarian for staff training in the use of the university electronic resources. Each partner offers reference services to the other's clientele in the absence of either. USQ has completely equipped the 24 hour access computer laboratory for its students which is located in the library and gallery complex.

Role of the USQ Campus Librarian

In supporting the function of the USQ Wide Bay Campus staff and students, officially the position of Campus Librarian includes (but is not restricted to) reference services to and user education for the USQ Wide Bay students and staff, and collection development and management. Unofficially the librarian has become a consultant, a marketing agent, a member of the campus executive, an Internet course coordinator, and an ex officio Alumni member. The Campus Librarian reports directly to the University Librarian and liaises with the Executive Officer Library Services, the Wide Bay Campus Principal and staff and of course colleagues in the library in Toowoomba.

Since filling this position, it has been found that the role of Campus Librarian also includes marketing the library services to the university and broader community, consultancy for both library and academic staff and advocacy of the joint-use service. The marketing of the joint service has become an important function given the current attitudes of some sections of the community and USQ clientele. Advocacy for USQ clientele in the joint-use situation, library facilities and services in the Wide Bay Campus, and the Wide Bay Campus in USQ have become part of the role of the Campus Librarian. To many people that position has become the 'public face of USQ' due to accessibility through the library especially when only 'general' enquiries are being made about course offerings, facilities and services.

The Campus Librarian experienced a very sharp learning curve on entering the USQ academic library environment with its associated information technology and electronic based materials. A comfortable level of mastery has been achieved through intensive and extensive training which has included a recently completed course on Web authoring. This latter will allow the Campus Librarian to maintain the existing USQ Wide Bay Campus Library Services homepage and expand it to include information from the HBCC partners.

MANAGEMENT STRUCTURES

The literature on this subject suggests that an agreement on the administration of a joint-use library should be negotiated prior to the establishment of the facility and a management committee comprising representatives from all parties be constituted. Administrative policies and practices are embodied in the *Joint Use Library Services at Hervey Bay Memorandum of Understanding* and are monitored by a *Joint Use Library Advisory Committee* consisting of three nominees from each organisation. A fortnightly Library Team Meeting (which includes the Campus Librarian) oversees the daily functioning of the library and deals with any unforeseen operational issues including those which may arise from the application of the joint-use policies and practices. The Campus Librarian has established an advisory 'User Group' of Wide Bay Campus stakeholders to facilitate the formulation and implementation of local USQ and joint library services policies.

The *Memorandum* arose from a 1995 draft discussion paper (Development of a Joint Public/University Library: Service at an Expanded Wide Bay Campus of USQ) which was incorporated into the Working Party Report. Needless to say the *Memorandum* has been the subject of much discussion (over a period of ten months) with the final draft being approved in August 1997 by the Joint Use Library Advisory Committee. This document has been signed by both the Mayor of Hervey Bay and the USQ Vice Chancellor and is read in conjunction with the Heads of Agreement and accompanying Schedules for the development and use of the Civic Precinct site.

The *Memorandum* seeks to delineate only library policies and procedures. Concerns such as cleaning, building maintenance, security, electricity are not covered within this document. Clauses pertain to operational/opening hours, staffing, circulation desk, shelving and re-shelving of USQ materials, fees and charges, borrowing rights of USQ personnel and community members, user education and reference services, collection management and the administration of this Agreement and is subject to annual review.

The *Joint Use Library Advisory Committee Terms of Reference* document outlines the composition of the Committee, the conduct of the meetings and areas of concern. Of interest in the management of such a facility is this Committee's lack of involvement in line management issues. This is reserved as the province of the Executive Officer Library Services, team leaders and the Campus Librarian. Rather, the Committee will 'consider and arbitrate on areas of disputation unresolved by the Executive Officer and the Campus Librarian', a more limited role.

Currently, the joint-use library is pursuing a strategic planning process. The initial planning has included a two day workshop where all library staff, including the Campus Librarian, and representatives from the community and USQ student body, had input to a common vision for the joint-use service. A strategic plan incorporating a management plan will establish the long and short term goals of the joint-use service into the 21st century.

Being eternal optimists, and because it appeared to be outside our sphere of authority, neither the *Memorandum* nor the *Terms of Reference* includes a dissolution clause. It was felt that, should the project fail, the respective organisations would at that time appoint a person or committee to negotiate the terms of the separation.

LESSONS TO BE LEARNED FROM THE HERVEY BAY EXPERIENCE

Significantly, from the staff perspective the Hervey Bay Library has not experienced the problems evidenced from a survey of librarians in joint-use libraries in Australia conducted by Alan Bundy (1997). The authors have speculated that this may be due to the model used at Hervey Bay and also that it is a joint-use academic/public library where the clientele may be more homogeneous in its reasons for using the facility. However, during the implementation phase of this project, the practitioners did learn many lessons:

- **political and economic considerations**

It is too early to evaluate the economic effectiveness of our arrangement as both partners have this year had expenditure related to setting up infrastructure. With USQ contracting its circulation and local end processing to HBCC, we have been able to accommodate the new University Enterprise Agreement restricting the employment of casual staff. 1998 should give us a clearer picture of likely economic advantages.

Since the genesis of this project we have had changes in Federal, State and Local government leadership. So that although USQ has been financially supportive, the government has been a little tardy in honouring its commitment to the university in terms of collection development monies. Similarly, the Hervey Bay City Council, under its new mayor, has gone through some financial restructuring which has impacted directly on the staffing of the complex.

So, our first recommendation is not to set up a joint-use facility in an election year.

- **the perceived social benefits of a joint-use library**

We have had our share of complaints and 'high emotions' from clients from each sector. Sections of the public have complained that the bright, new, airy building is not as warm and friendly as the 'tin shed', questioned why their money should go to finance USQ and have complained that students are putting their feet on their chairs. From the students perspective, the library is not quiet when they want to study, the circulation staff do not understand them and the public have borrowed their books when they want them. Despite varied forms of publicity from the first day of operation therefore people did not acknowledge the necessity for differences in service based on the nature of the library's clients.

Although our circulation system cannot cope with providing statistics that differentiate between groups using library materials, we know that the public are using USQ materials as a result of the complaints we have received from community patrons who want their fines waived on overdue university books.

There have been some unusual and inflated notions of what would be available now that the two services had combined. People came looking for the 'university collection' which we had interfiled with the community collection. A teacher was quite upset that the back wall of the library was not covered with print serials because the library had now included the university sector. This person was not impressed with the notion that (a) we collect in disciplines offered at Wide Bay Campus and that (b) our direction was towards electronic journals.

So the second recommendation is to be prepared for a backlash from a very vocal minority.

- **the delegation from Technikon**

Technikon provides technical education in South Africa to the equivalent of Australian TAFE students and a delegation from that institution inspected USQ's facilities in Toowoomba and Wide Bay in 1997. One of the first questions asked related to the responsibility for disciplining the university students. It appears that Technikon supply their local public libraries with materials for their (Technikon's) students and had been receiving complaints from local librarians about the behaviour of the students and the lack of space available to accommodate the extra numbers of clients.

The third recommendation therefore is to consider a purpose-built library that will accommodate the space and activity requirements of all the patrons.

And the fourth is that it is essential to employ extra, appropriately qualified staff to cover the specific needs of academic clients.

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- **staffing qualifications/levels**

Both the Executive Officer and the Campus Librarian have found that they have a very strong negotiating role to play not only with each other but within our respective organisations. The senior partners need to be of a level to negotiate with each other and also within their organisations because they are adapting and adopting new policies and procedures in a melded library service which often challenge existing administrative systems.

We fortunately have not suffered the problem with employing people under different awards that has been prominent in the literature on joint-use libraries. This may be because we each have our own little niche with our own designated duties. The Campus Librarian position is unique both within USQ and within the Hervey Bay Library where it sits quite comfortably between the positions and duties of the Executive Officer and the librarians.

The fifth recommendation then, is to create unique positions for the senior partners and ensure they have sufficient authority to be able to negotiate effectively.

- **the relationship between senior staff**

Selected by panels which contained people from each organisation, both the Executive Officer and the Campus Librarian were appointed knowing and accepting the proposition that there was to be a single authority within the library, with contracted services. This relationship between the two senior positions, which has turned into a very close working partnership, has resulted from shared goals and a commitment to make a success of this venture. The fact that both appointees came new to the job and did not have any prior ownership of the collection, position or facility, has contributed to a solid partnership.

The sixth recommendation then is to ensure the senior people are innovative and cooperative and are selected by joint panels.

- **coping with people power**

The Hervey Bay City Library staff were, in the space of four months faced with changes in leadership, management policy and style, job re-design, relocation of the library and a requirement to accept a new student clientele. It has not been easy for them.

The community of Hervey Bay have had to accept a new building, relocated library services (for some, this was traumatic even though it was moved only virtually just across the road), the introduction of fines and other changes in policies and procedures. The students have had to share their facility and materials with non-academic people, and cope with a shift in emphasis from print to electronic resources accessed through the library computers.

The library has spent a lot of time in communication with its client groups through monthly newsletters, complaint/suggestion boxes, weekly newspaper columns, signage, pamphlets and personal contact to inform and market the new services and changed conditions. As previously mentioned the Campus Librarian established a user group within USQ. To develop and refine their policies and procedures and to train and inform, the staff have monthly meetings and have attended a

customer service workshop. The librarians have attended a leadership training course and fortnightly management meetings. And still the process continues.

The seventh recommendation is therefore to be prepared to market, educate, train clients and staff, then re-market, re-educate and re-train them for an extended time.

- **the organisations and their support**

That the Library has succeeded thus far is due in part to the very firm foundations that were established by the tenacity and perseverance of people within the cooperating organisations, sometimes in the face of stiff opposition. For example, in library management meetings as the sole USQ person, the Campus Librarian often feels isolated when arguing a case for the adoption of some academic library practice, which is alien to traditional public library processes. That this has been generally successful is due to the confidence and support of colleagues in the Toowoomba Campus Library and of the Principal of the Wide Bay Campus.

Our eighth recommendation is that there needs to be a firm foundation on which to build the joint-use service backed up by close support for the officers in the field.

- **modern library practice differs in practice!**

The partners have different library management systems. USQ Toowoomba undertakes all Wide Bay acquisitions processes including cataloguing using its system but, the catalogue records need to appear on the local OPACs. The systems are not linked nor are they compatible. Unfortunately the HBCC system does not recognise the USQ item barcodes necessitating further processing of the materials at the local level. Also, because there is no physical connection between the two systems, the computer catalogue files generated at Toowoomba as a result of purchases for the Wide Bay collection must be extracted, downloaded to tape, and physically transported to Hervey Bay where they are uploaded to the local system and local holdings added. Such a process is costly and very time consuming for all concerned. Investigations into a more effective method are on-going. The Campus Librarian and the User Services Librarian are similarly not linked to the other's network.

The ninth recommendation is to establish and maintain very good relations with anyone connected with ITS and telecommunications especially if the partners are working with disparate systems!

- **if you are contemplating a joint-use facility**

Despite all the ups and downs, the frustrations, the hard work and the stresses, the staff have found that this has been a positive experience and that most of the problems have been associated with factors other than the actual joint-use operation. An evaluation at the end of the second year should confirm the benefits of the joint services.

The tenth recommendation? If you are contemplating a joint-use facility, keeping in mind the previous nine - do it!

Evaluation: Reasons for Successful Establishment of a Joint-use Facility

Hazell (1992, 70) stated that 'a planned program of implementation had been a major success factor for joint-use libraries in South Australia, as had the degree of prior commitment engendered by the approval process'. The factors she considered essential to success were:

- attention to the needs of the stakeholders in terms of opening hours, physical facilities and special needs;
- the level of service provided must be equal to or better than that which could be provided in separate facilities;
- system wide support for staffing, professional development, advice and financial matters;
- a formal agreement endorsed by all cooperating authorities;
- full and continued consultation;
- the establishment of a Library Management Committee which should make policy rather than become involved in administration;
- regular evaluation of the joint-use library (Ibid).

McLean and Wilde (1991, 201) provide a possible model for such an evaluation. The Campus Librarian has strongly recommended the adoption of this model, which provides a framework for considering passive primary and secondary inputs (resources), active technical and librarian processes, outputs and outcomes from both the library and user perspectives. Encompassed within the parameters of the goals/objectives, user demand/requirements and management strategies of the library, the model allows for the inclusion of operational performance, effectiveness, cost effectiveness and impact indicators. Such a model should allow the library to fully assess the economic, cultural and educational value of its facilities and services to its stakeholders.

The Library Board of Western Australia (1985, 3) in their document 'Guidelines for Joint-use Libraries in Western Australia' proposed that there should be a planned provision for evaluation of the project at the end of the second year of operation. Such an evaluation, it was further contended, should allow for input from representatives of all groups participating in the project and by an 'appropriate sample of the community at large'. Prior to undertaking such an evaluation, however, it will be necessary for the Hervey Bay Library to formalise its strategic plan, clearly delineating its mission, goals and performance criteria.

In the Hervey Bay Library context great reliance is placed on the mechanisms for consultation provided by the Memorandum of Agreement, the Joint-use Advisory Committee and the fortnightly Library Team meetings as new situations arise from the daily operation, revaluation and refinement of services. Although there has been no formal evaluation, it is the contention of the Campus Librarian that when that is undertaken (possibly at the end of two years of operation), it will be demonstrated that we are successful because of the attention given to the above factors and others, including the integration of the collections and space, the construction of a purpose-built facility, the blurring of the lines between traditional 'academic' and 'public' library services, and above all, the 'partnership' atmosphere.

Browne (1981, 26) when referring to the staffing of joint-use libraries stated that he was:

> 'naive enough to believe that any management structure, no matter how poor, can be made to work provided there is sufficient goodwill on both sides; and conversely that any management structure, no matter how technically perfect, will fail if one of the parties, consciously or unconsciously wants it to do so'.

In reflecting on the operation of the Hervey Bay Library, the Campus Librarian has been constantly drawn to the 'human' factors (as opposed to the management structure) in the success or otherwise of this project. The Hervey Bay Library experiment will succeed because of the vision and philosophies of the instigators of the joint-use concept, sometimes in the face of opposition from their respective organisations, the tenacity of the original steering committee in pursuing the overall project to a successful outcome.

Other important factors have been the resilience, adaptability and cooperation of the existing HBCC Library Services staff who have had to cope with a change in leadership and management practices, job redesign, an expansion of their client base to include USQ students and the move to new premises in the space of four months. The ability of the staff to change their cultural attitude towards service to USQ students is saluted.

Finally, the goodwill and acceptance by our clientele (both community and USQ students) of the notion and benefits of sharing joint-use facilities and resources have been and will continue to be critical. Unfortunately there have been some pockets of resistance from some sectors of the Council and the community related to the expense of building a new facility, having to share their library with students, and financially 'contributing' towards the USQ presence, while some of the newly enfranchised students have expressed concerns about sharing their resources with the community. It is the belief of the authors however that '... given broad minded attitudes, the ideals of (joint-use) service can triumph over human-made problems' (Dwyer 1981, 8).

Conclusions: The Hervey Bay Library in 1998 and Beyond

'Libraries like other service institutions have to show that they are using given resources for the right purpose and in the best way, that they are providing high quality services' (Poll and Boekhorst 1996, 11), especially when the funding for these 'resources' comes from the public purse. For the Hervey Bay Library to survive beyond the early euphoric stage of establishment, the services it provides must clearly meet the requirements of its stakeholders. That these stakeholders come from diverse backgrounds (government, academic and community) with (in some cases) divergent needs promises to provide an interesting and challenging exercise for the library in developing and implementing an evaluation plan, complete with assessment measures that will satisfy all sectors.

The Hervey Bay Library joint-use venture will survive and prosper due to the flexibility of its staff, the creative management structures in place and its dynamic culture which is reflected in the satisfaction of the diverse but converging needs of the community it serves.

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